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ABSTRACT

Although schools and youth-development groups are committed to a similar vision of positive physical, intellectual, psychological, and social development of America's children, their isolation from each other can actually hinder growth. The strong bonds among school, community, and family that sustained older generations are frayed and disjointed across all economic levels nowadays. The effects of this dysfunction make the work of education and development much more difficult. Factors that can help youth succeed, however, involve building on personal assets and providing exposure to positive experiences, settings, people, and opportunities to gain and refine life skills. Both schools and communities can provide these elements. It is eye-opening to realize that good schools look like good community settings. This paper reports on a national conversation on overcoming barriers between these two types of institutions. Follow-up action includes sustaining and deepening the collaboration at the national level, starting dialogues at other levels, setting a vision for the development of youth, building on what already exists, developing a common language between schools and youth-development organizations, identifying what should be measured, and trusting each other. The paper concludes with lists of resources for starting conversations, publications, and participants. (RT)

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Helping Young People Succeed: Strengthening and Sustaining Relationships Between Schools and Youth Development Organizations.

National Collaboration for Youth
Coalition for Community Schools
Institute for Educational Leadership
March 2002

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Helping Young People Succeed

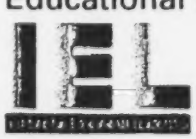
Strengthening and Sustaining Relationships Between Schools and Youth Development Organizations

A National Conversation Sponsored by

National Collaboration for Youth

Coalition for Community Schools

Institute for Educational Leadership



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About the Sponsoring Organizations

■ National Collaboration for Youth
1319 F Street, NW
Suite 601
Washington, DC 20004
www.nassembly.org
www.nydic.org

The National Collaboration for Youth is an alliance of the nation's major youth organizations. It focuses on positive youth development as a holistic and effective approach to ensuring the healthy development of all youth. The National Collaboration for Youth is the largest affinity group of the National Assembly of Health and Human Service Organizations, an association of national nonprofit health and human service organizations bound by a common concern for the effective delivery of health and human services to the American people, especially those in need.

■ Coalition for Community Schools
Institute for Educational Leadership
1001 Connecticut Avenue, NW
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Washington, DC 20036
www.communityschools.org

The Coalition for Community Schools brings together leaders in education, youth development, family support, health and human services, community development government and philanthropy. The Coalition's mission is to mobilize the resources and capacity of multiple sectors and institutions to create a united movement for community schools—places that offer a range of education and related supports and opportunities to children, youth, families and communities—before, during and after school, seven days a week.

■ Institute for Educational Leadership
1001 Connecticut Avenue, NW
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Washington, DC 20036
www.iel.org

The Institute for Educational Leadership (IEL)—a nonprofit, nonpartisan organization based in Washington, DC—has worked for more than thirty-seven years to achieve better results for children and youth. Today, IEL's mission is to build the capacity of individuals and organizations in education and related fields to work together—across policies, programs and sectors. IEL's work is focused in three areas: Developing and Supporting Leaders, Strengthening School-Family-Community Connections and Connecting and Improving Systems that Serve Children and Youth.

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An Invitation

Once, the little, red, spire-topped schoolhouses of the frontier did more than teach from *McGuffy's Readers.* Generations of children and adolescents joined adults in the schools for community affairs—this is where they celebrated, conducted community business, and experienced support for one another.

Today, American children and adolescents experience community in dramatically different and often detrimental ways. Schools and communities largely keep to themselves, and they are the worse for it. They share the same children and believe in creating hopeful futures for them. Adults, even in the most impoverished neighborhoods, want youth to develop into wholesome, capable citizens. Because schools and communities work in isolation, however, they often do not realize how they can help each other.

In the spring of 2002, national leadership from K–12 education and youth development organizations gathered in the same room, for the first time, and began a conversation focused on how to re-establish strong links between schools and communities. Several reasons brought the 80 participants together. As a "text," they drew upon a just-released report, *Community Programs to Promote Youth Development.* For two years, the National Research Council and the Institute of Medicine studied community-level programs for youth, synthesized the research, and reached a consensus about what skills youth should develop and what environments help youth acquire them.

The report's conclusions about a good community program could be applied, as well, to a good school. For over a decade, recognition of the synergy between healthy schools and healthy communities has been building rapidly, inspired by local needs and resources, informed by examples of what others were doing, and relying on common sense about the supports that should be available to children and youth.

The three organizations that sponsored the forum—National Collaboration for Youth, Coalition for Community Schools, and the Institute for Educational Leadership—are experienced at building collaboration. We acknowledge the great loss to

America's children when schools and communities go their separate ways and we recognized that the report provided the glue for what we saw happening in local communities throughout the country.

Thankfully, in many places the isolation between schools and communities is being broken. The positive effect can be seen when everyone works in tandem to provide opportunities for youth to develop intellectually, socially, and with civic purpose. Anecdotes and examples of the retying of schools and communities abound. The National Research Council report provides a knowledge base.

The March 2002 national forum, brief but lively and substantive, began a process that we hope will lead to similar forums at state, regional, and local levels throughout the country. This summary of that conversation reveals the thinking of national leadership on the challenge to link schools and communities. It is an invitation for others to join their voices and actions in creating better schools tied to better communities.

Irv Katz, National Collaboration For Youth

Elizabeth L. Hale, Institute for Educational Leadership

Martin J. Blank, Coalition for Community Schools

The sponsoring organizations appreciate the support of the Carnegie Corporation, the Charles Stewart Mott Foundation, the Ewing Marion Kauffman Foundation, the J.P Morgan Chase Foundation, Lockheed Martin Corporation, the National Collaboration for Youth and the Wallace Readers Digest Fund for this special initiative.

Helping Young People Succeed

Little Raymond was living unhappily with relatives because his parents had abandoned him. He spoke only his patois of Spanish from the Dominican Republic and had a shaky start in a Lawrence, Massachusetts, elementary school. Early on, he seemed to be one of those destined for constant failure. But a small, $7 birthday gift from a cousin changed his life. It was a membership in the local Boys and Girls Club. Staff at the club realized Raymond was not going to make it without help. They worked with the school to get him extra resources, to have more chances to learn English, and to set goals. Together, the school and the community club provided safe environments for Raymond to learn and to grow. Recently, he was named the Boys and Girls Club National Youth of the Year, and he is now attending Tufts University.

Telling this real story of Raymond, Roxanne Spillett, president of the Boys and Girls Clubs of America, wonders what would happen if all the young people who need intentional support like he received could experience the force of school, community, and family working together.

In Lawrence, Massachusetts, educators and youth development experts found common ground and worked the ground together to help this youngster—and many more—to grow confidently. If the story had been about only one entity—either the school or the community organization—there probably would have been little about which to talk.

Raymond and the people who supported him know personally what the best research on youth development makes clear, as summarized in the *Community Programs to Promote Youth Development.*

- **We all need a range of assets to thrive—the more, the better.**

  Youth who experience positive development acquire assets in four major areas: physical, intellectual, psychological/emotional, and social development. As examples, youth with these assets have good health habits; they are successful at school, including learning critical thinking and reasoning skills; they feel positive about themselves and acquire coping and planning skills; and they have a sense of connectedness and being valued.

- **Continued exposure to positive experiences, settings, people, and opportunities to gain and refine life skills support young people in developing these assets.**

  Youth build these assets in their homes, in schools, on the basketball court, in peer groups, and when they explore and reflect on their own. No single place or situation can give it all. Many influences can work together, however.

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"Youth development is about promoting development building blocks in order to promote successful human beings.... It is aligned with prevention, but promotion requires different strategies... that are about building, about growing, about pushing forward, about naming and then creating settings that help young people experience all of the supports and opportunities they need to thrive."

PETER BENSON
President/CEO, Search Institute

Moreover, the research in the report describes what these places ought to be like if they are going to promote positive youth development (see Table 1). It is eye-opening to realize that good schools look like good community settings. Positive environments for youth should provide:

- **Physical and psychological safety:** safe and health-promoting facilities; practices that increase safe peer-group interaction; and practices that decrease unsafe or confrontational peer interactions
- **Appropriate structure:** limit setting; clear and consistent rules and expectations; firm-enough control; continuity and predictability; clear boundaries; and age-appropriate monitoring
- **Supportive relationships:** warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment; and responsiveness
- **Opportunities to belong:** opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion; social engagement and integration; opportunities for socio-cultural identity formation; and support for cultural and bicultural competence
- **Positive social norms:** rules of behavior; expectations; injunctions; ways of doing things; values and morals; and obligations for service
- **Support for efficacy and mattering:** youth-based empowerment practices that support autonomy; making a real difference in one's community; and being taken seriously. Practices that include enabling; responsibility granting; and meaningful challenge. Practices that focus on improvement rather than on relative, current performance levels.

This list of good environments for youth describes what ought to happen in schools as well as in communities, according to Paul Houston, executive director of the American Association of School Administrators. The same sense of behavior toward youth "should be promoted in both places." Similarly, what youth need to build trusting relationships applies to institutions, as well. Ronald Ferguson, the member of the committee that developed the report, who addressed the gathering, cited four areas where trust is critical (see sidebar).

KEYS TO TRUST

- **Motives:** "Can I trust my potential allies to have the right motives?"
- **Competence:** "Do they have the competence to play the roles needed for alliances to work?"
- **Dependability:** "Will they follow through on what they are supposed to do to play their roles?"
- **Collegiality:** "Will they treat people right and with respect?"

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Where Schools and Communities Speak the Same Language

New ways of talking...

"We are in the same business—making sure that young people are prepared to be engaged citizens of tomorrow.... We come at issues from different vantage points and we often use a very different language. But today's meeting gives us the opportunity to write a new chapter. It speaks about a new, common language between education and youth development groups."

STEWART SMITH
Camp Fire USA
Chair, National Collaboration for Youth

In what ways do schools and youth development organizations intersect? Obviously, the children and young people who spend about six hours a day in school come from and go back to their homes and neighborhoods. They are students there, too, learning from the peers and adults who inhabit their world away from school. Wherever they are, youth in America present adults in schools and in community youth development settings with similar challenges.

The strong bonds among school, community, and family that sustained older generations are frayed and disjointed. This is as true for children of affluent families as for children traditionally considered at-risk. The effects of this dysfunction make the work of education and development much harder. In Houston's opinion, schools have become uniquely "ill-suited" for students, and American society no longer provides a "village" in which to grow. While much might be happening in both schools and communities to support youth, it is not intentionally connected. People doing the work may not be able to "see the big picture."

Schools and youth development groups, as disconnected as they may seem to be, ultimately are committed to a similar vision for children and youth. It is one that rarely gets mention in the current pressure to put testing at the center of students' schooling. At one time, the mission of the country's "common schools" was to teach the basics of civic virtue. The "r" of responsibility and "s" of service played as important a role in education as the ABCs. "For all of us," Roxanne Spillett said, "the challenge is not just to increase grade-point averages or school attendance. We need to do those, but the real challenge is to develop good people...who can lead this nation and the world where they need to be."

The daily reality, however, often forces schools to narrow their purposes and focus on external accountability. When they do set aside time and energy for partnerships with youth development agencies, it frequently is because they see the value of a common effort to improve student achievement. The evidence of the value of joint efforts for improved results for young people exists in numerous studies and examples. If it were not substantial, the current after-school movement would be seen

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as just a nice thing to do for students. Instead, its growth is due to its efficacy in helping students to develop academic and non-academic competencies.

The contribution of the youth development field can be to widen and deepen understanding of the different ways youth learn and become self-confident. Educators are always looking for successful ways to engage many youth in academic work. These same students, with access to creative community centers and programs, willingly spend hours on a project. They develop perseverance and skills. If strong school-community connections exist, the young people will see the connections to their schoolwork.

What Keeps Schools and Communities Apart

"We need to broaden our perspective on what it means to lead a school.... If principals are truly leaders of learning, then they should be part of the planning and policies for afterschool, weekend, and summer education programs."

VINCE FERRANDINO
Executive Director,
National Association of
Elementary School Principals

What seems like such a natural partnership still tends to be the exception in communities throughout the country, although less so as schools and communities find out they need each other. Educational leaders admit that schools remain isolated, often even from their neighborhoods. Reaching out to create a shared vision is not a skill highly valued in most school districts, primarily because few teachers and administrators know how to do it well. Parent and community linkages receive scant attention in teacher and administrator preparation programs. Schools and youth development agencies rarely find themselves in situations—or create the opportunities—when they can collaborate.

The youth development field has its own challenges. Few communities know how to come together to establish common standards that reflect what they value. Harvard University's Ron Ferguson called for consistency across all environments for youth—from home, to school, to church, to the playground, to the homes of friends. "That consistency requires some level of communication," he said. "It requires familiar symbols and norms across these various settings."

For both schools and youth development organizations, there are barriers to the kinds of communication Ferguson supports. The professionals and their institutions develop different perspectives over time, partly due to their daily work and partly due to their

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isolation from each other. Their bureaucracies are dissimilar and are shaped by different funding streams. Saying these are "turf" issues masks a complex situation. A school, for example, may need to understand and collaborate with several agencies to get the support needed for its students. Similarly, youth development and other human service agencies may need to work with a multiplicity of schools and school districts. These realities color the decisions to be made, such as who is to be in charge and what resources they are willing to "swap." Moreover, as one participant described the situation, schools and communities "play out adult agendas, leaving children and youth adrift."

Conversations That Need to Begin

"Can't we all just get along? We have to see community-based groups and school-based groups as not standing on two sides of the Grand Canyon but as standing together and seeing the same problems and same solutions. Each of us has solutions that other groups need, if we can just find a way to reach out and join hands."

PAUL HOUSTON
Executive Director, American Association of School Administrators

The forum gave national leaders from education and youth development the opportunity to begin a powerful conversation about overcoming barriers. In a short time, using the findings of the NRC report, they quickly found common ground, started to develop a common language, and provided examples of the collaboration that would weave their efforts together. They also reflected on what should happen next—at all levels.

- **Sustain and deepen the collaboration started at the national level.**

  Formulate a set of principles that demonstrates the commitment of education and youth development leaders to work together to help young people succeed.

- **Start dialogues at other levels.**

  Bring similar players together, including local government and civics groups. Help school boards see their responsibility to develop policies in conjunction with community organizations. Include youth in the conversations and planning.

- **Set a vision for the development of youth.**

  The forum agreed that the vision ought to recognize that schools and government provide resources for the public good and that youth development organizations provide services that support the public good as well. Schools and communities should craft a shared vision

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that recognizes that they are part of the same movement and share the same goals.

- **Build on what already exists.**

  The relationships between schools and youth development organizations often begins by learning how to share space. This has led to requests from schools for some programs to be held during the school day, such as mentoring and career exploration. From these beginnings, continuous, seamless partnerships are emerging that tap the best of what schools and youth development organizations have to offer. Others should learn from these experiences.

- **Develop a common language between schools and youth development organizations.**

  This language should define what positive youth development means in their settings, and identify the strengths of each sector in the community and how they can use them to serve the common goal. Together, schools and youth development organizations ought to agree on what it means, for example, to provide a setting where there is physical and psychological safety and security for youth, the structure is developmentally appropriate, and there are opportunities for skill building and mastery as well as for feeling a sense of belonging and being valued. "The Features of Positive Development Settings" outlined in the NRC report, as well as their list of the "Personal and Social Assets that Facilitate Positive Youth Development" provide a valuable starting point (see Tables 1 and 2).

- **Identify what should be measured.**

  To best inform everyone about their shared efforts and to broaden the national debate about goals for youth, youth development and education leaders should define key measures of young people's success. Academic and non-academic competencies should be considered.

- **Trust each other.**

  Help people develop the skills they need—motivation, competence, dependability, and collegiality—to reach across great divides and to frame a common effort to infuse youth development throughout the work of schools and communities (see Table 3).

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TABLE 1: Features of Positive Developmental Settings

FEATURES	DESCRIPTORS	OPPOSITE POLES
Physical and Psychological Safety	Safe and health-promoting facilities. Practice that increases safe peer-group Interaction and decreases unsafe or confrontational peer interaction.	Physical and health dangers; fear; feeling for insecurity; sexual and physical harassment; and verbal abuse.
Appropriate Structure	Limit setting; clear and consistent rules and expectations; firm-enough control; continuity and predictability; clear boundaries; and age-appropriate monitoring.	Chaotic; disorganized; laissez-faire; rigid; overcontrolled; and autocratic.
Supportive Relationships	Warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment; and responsiveness.	Cold; distant; overcontrolling; ambiguous support; untrustworthy; focused on winning; inattentive; unresponsive; and rejecting.
Opportunities to Belong	Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement, and integration; opportunities for socio-cultural identity formation; and support for cultural and bicultural competence.	Exclusion; marginalization; and intergroup conflict.
Positive Social Norms	Rules of behavior; expectations; injunctions; ways of doing things; values and morals; and obligations for services.	Normlessness; anomie; laissez-faire practices; antisocial and amoral norms; norms that encourage violence; reckless behavior; consumerism; poor health practices; and conformity.
Support for Efficacy and Mattering	Youth-based; empowerment practices that support autonomy; making a real difference in one's community; and being taken seriously. Practices that include enabling, responsibility granting, and meaningful challenge. Practices that focus on improvement rather than on relative or current performance levels.	Unchallenging; overcontrolling; disempowering; and disabling. Practices that undermine motivation and desire to learn, such as excessive focus on current relative performance level rather than improvement.
Opportunities for Skill Building	Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacies, media literacy, communication skills, and good habits of mind; preparation for adult employment; and opportunities to develop social and cultural capital.	Practice that promotes bad physical habits and habits of mind; and practice that undermines school and learning.
Integration of Family, School, and Community Efforts	Concordance; coordination; and synergy among family, school, and community.	Discordance; lack of communication; and conflict.

SOURCE: *Community Programs to Promote Youth Development*, National Academy Press (2002).

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TABLE 2: Personal and Social Assets That Facilitate Positive Youth Development

PHYSICAL DEVELOPMENT	■ Good health habits ■ Good health risk management skills
INTELLECTUAL DEVELOPMENT	■ Knowledge of essential life skills ■ Knowledge of essential vocational skills ■ School success ■ Rational habits of mind-critical thinking and reasoning skills ■ In-depth knowledge of more than one culture ■ Good decision-making skills ■ Knowledge of skills needed to navigate through multiple cultural contexts
PSYCHOLOGICAL AND EMOTIONAL DEVELOPMENT	■ Good mental health including positive self-regard ■ Good emotional self-regulation skills ■ Good coping skills ■ Good conflict resolution skills ■ Mastery motivation and positive achievement motivation ■ Confidence in one's personal efficacy ■ "Planfulness"—planning for the future and future life events ■ Sense of personal autonomy / responsibility for self ■ Optimism coupled with realism ■ Coherent and positive personal and social identity ■ Prosocial and cultural sensitive values ■ Spirituality or a sense of a "larger" purpose in life ■ Strong moral character ■ A commitment to good use of time
SOCIAL DEVELOPMENT	■ Connectedness-perceived good relationships and trust with parents, peers and some other adults ■ Sense of social place / integration –being connected and valued by larger social networks. ■ Attachment to prosocial /conventional institutions, such as school, church, nonschool youth programs ■ Ability to navigate in multiple cultural contexts ■ Commitment to civic engagement

SOURCE: *Community Programs to Promote Youth Development*, National Academy Press (2002).

TABLE 3: National Assembly Findings: School/Community Collaborations Matrix

Elements of a Successful Collaboration (from literature review)	**Obstacles to Collaboration** (from obstacle survey)	**Promising Practices in Collaboration** (from survey/interviews/sites)	**Practical Applications of the Promising Practice** (from site visits)
Shared vision and decision-making	■ Turf issues ■ Unclear roles and responsibilities ■ Different perceptions of accountability ■ Different goals and philosophies	Establish a collaboration goal of finding common ground that is larger than any turf issue, where everyone's voice is heard. In after-school collaboration that goal was most often improving the well-being of children.	The way in which the collaboration achieves its goal is not stagnant. Time and experience often leads to a greater understanding of differing approaches and shared decision-making.
Clear communication structure		Create regular opportunities for open discussion among collaborating partners.	Use quarterly meetings, retreats, listservs, advisory councils and/or working committee structures.
Key stakeholders involved from the beginning		Convene planning meetings before any action or decisions are taken. A lead agency needs to call the meeting but should not make unilateral decisions, although program funders may have imposed requirements.	■ Involvement in the planning process is more than a letter of support. ■ All the key players need to be at the table and valued for their unique contributions.
Strong link between academic and youth development programs		Decentralize decision-making to individual schools about how to balance after school program activities between academic and youth development.	■ Create site-based committees to balance the youth development and academic activities. ■ Fund a site-based coordinator who is responsible for managing the day-to-day program and involvement of the partners.
Clear roles and responsibilities grounded in the planning process	■ Turf issues ■ Unclear roles and responsibilities ■ Different perceptions of accountability ■ Different goals and philosophies	Use contracts, subcontracts, and letters of agreement to structure inter-organizational financial relationships and to define mutual rights and responsibilities.	School districts (or individual schools) use contracts, subcontracts, open purchase orders and letters of agreement to structure financial relationships with community agencies, to define goals, and to specify agencies' responsibilities.

continued on the next page

TABLE 3: National Assembly Findings: School/Community Collaborations Matrix (continued)

Elements of a Successful Collaboration (from literature review)	**Obstacles to Collaboration** (from obstacle survey)	**Promising Practices in Collaboration** (from survey/interviews/sites)	**Practical Applications of the Promising Practice** (from site visits)
Consensus on clear goal(s) with a method for measuring success		Examine qualitative and quantitative measures of success, such as changes in attitude about collaboration.	Include an evaluation of the collaboration in the overall program evaluation.
Realistic timeline to accomplish goals—takes into account partners' responsibilities outside of collaboration.		Develop methods to strengthen and reinforce relationships between individual school principals and the after-school program (and its partners).	Create site-based problem solving committees with representation from all partners.
Funding relationships established between schools, community and funding institutions		Create an investment by potential program funders by including them in all stages of the project from planning to implementation and sustainability.	Develop a community-level governing or advisory committee to discuss program issues and mobilize support related to sustainability issues.
Ongoing staff development and other efforts to ensure focus and avoid burnout		Provide initial and regular ongoing training for after-school program staff and collaboration partners.	Use regular meetings, retreats, and electronic communications to foster ongoing dialogue about the project vision, goals, alternative philosophies on how children learn and develop, and relationship to project activities.
Responsive and active in the neighborhood and political process		Encourage the involvement of children, parents, the community, potential funders, elected officials and the media to support the program and its continued operation.	Use a community-wide Visioning Day to develop the program and Community Nights to engage the larger community in the project.

SOURCE: *Dimensions of School/Community Collaboration: What It Takes to Makes Collaboration Work*, National Assembly of Health and Human Service Organizations (2002).

Resources to Start the Conversations

■ Beacons Technical Assistance Center
Fund for the City of New York
121 Avenue of the Americas
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■ Bridges to Success
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Alexandria, VA 22314
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F: 703.683.7840
e-mail: promise@cisnet.org
web site: www.unitedway.org

■ Children's Aid Society Community School Technical Assistance Center
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Publications

Community Programs to Promote Youth Development: This publication of the National Academy Press examines the role of community programs in meeting young people's developmental needs. It focuses on elements of adolescent well being and offers recommendations for policy, practice and research to ensure that programs are well-designed to meet the needs of young people. To obtain a copy, visit www.nap.edu.

Community Schools: Partnerships for Excellence: This Coalition publication describes what a community school is and offers portraits of several community school models. Download from www.communityschools.org/pubs.coal.html or email ccs@iel.org.

Dimensions of School Community Collaboration: This National Assembly publication identifies the most promising practices in school/community collaborations and the challenges, strategies and practices that successful collaborations use to overcome obstacles. To obtain a copy, visit www.nydic.org.

Education and Community Building: The focus of this publication is understanding the different cultures of education and community organizers/developers/builders. It discusses the challenges that each "constituency" faces as they try to work with the other group. It offers four success stories where schools and community building groups cooperated to accomplish a common mission/goal. Visit www.communityschools.org/pubs.partners.html to read the pdf version or contact ccs@iel.org to request a copy.

Inside Full Service Community Schools: This publication by Joy Dryfoos is a step-by-step practitioner's guide to integrating health, family support, youth development and other community services to support student learning. It offers the perspectives of a local school principal and a national expert on community schools. To order, send send a check for $26.50 to the Coalition for Community Schools. See www.communityschools.org/insideschools.html for more information.

Learning Together: This publication describes and analyzes the community-school movement as an emerging field of practice through looking at national, state and local school-community initiatives. Copies of this report and the executive summary can be obtained free of charge by calling 1-800-645-1766.

Safe and Supportive Learning Environments: This Learning First Alliance publication highlights many of the challenges facing our society, and in particular our school communities. It emphasizes that safe schools are more than schools that are free from violent incidents and urges principals, as school leaders, to ensure a positive school climate, in which each student is engaged and inspired to achieve to the highest academic levels. To download a copy, visit www.learningfirst.org.

School-Community Partnerships in Support of Student Learning: This IEL publication is a four-part examination of four of the 21st CCLC sites two years after inception. The report is directed at policymakers, funders, practitioners, advocates, parents, and community members and helps them begin to understand and strengthen their own current efforts at creating community learning centers. Contact iel@iel.org to get a copy of this publication.

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The National Collaboration for Youth is an alliance of the nation's major youth organizations. It focuses on positive youth development as a holistic and effective approach to ensuring the healthy development of all youth. The National Collaboration for Youth is the largest affinity group of the National Assembly of Health and Human Service Organizations, an association of national nonprofit health and human service organizations bound by a common concern for the effective delivery of health and human services to the American people, especially those in need.

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The Coalition for Community Schools brings together leaders in education, youth development, family support, health and human services, community development government and philanthropy. The Coalition's mission is to mobilize the resources and capacity of multiple sectors and institutions to create a united movement for community schools—places that offer a range of education and related supports and opportunities to children, youth, families and communities—before, during and after school, seven days a week.

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The Institute for Educational Leadership (IEL)—a non-profit, nonpartisan organization based in Washington, DC—has worked for more than thirty-seven years to achieve better results for children and youth. Today, IEL's mission is to build the capacity of individuals and organizations in education and related fields to work together—across policies, programs and sectors. IEL's work is focused in three areas: Developing and Supporting Leaders, Strengthening School-Family-Community Connections and Connecting and Improving Systems that Serve Children and Youth.

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